



# The thursday report

## Installation of Rector held

# Calls for revival of high standards



Patrick Kenniff receives his robes of office from Registrar K.D. Adams, installing him as the new Rector of Concordia University. Looking on at the right is Chancellor W. Earle McLaughlin.

## Reorganization plan for administration is tabled

by Ken Whittingham

**R**ector Patrick Kenniff last week proposed a major administrative reorganization that will affect most of Concordia's senior administrative staff.

Besides merging the two Vice-Rector (Academic) portfolios into one (as agreed to by the Board of Governors last May), Kenniff has proposed two other vice-rectoral portfolios — one for Institutional Relations and Finance, and the other for Services.

Graham Martin, whose term expires May 31, 1986, will assume the new post of Vice-Rector (Services). He is currently Vice-Rector (Administration and Finance). Russell Breen, currently Vice-Rector (Academic), will retire in January, and a University-wide search committee has been struck to choose a successor.

The third Vice-Rector (Institutional Relations and Finance) will be responsible for

the following University departments: Alumni, Development and the Capital Campaign, Human Resources, Institutional Research, Occupational Health and Safety, Planning, Public Relations, the Treasurer's Office and the University's legal counsel.

The new position of Vice-Rector (Services) will be responsible for the following University departments: Admissions and Liaison, Ancillary Services, Athletics, Audio Visual Services, the Computer Centre, the Conference and Information Centre, Guidance Services, Library Services, Physical Resources, Registrar's Services, Security, Supply and Services (formerly Relations and Audit), the Dean of Students Office, and Translation Services.

The Vice-Rector (Academic) will continue to be responsible for the four Faculties, as well as Continuing and Special Education, Graduate Studies, the Lacolle Centre, Research, Teacher Train-

ing, Off-Campus Credit Courses, and the Learning Development Office.

In presenting the reorganization proposal to the Board of Governors last Thursday, Kenniff said he hoped most of the changes could be implemented progressively during the next six months, but he is not proceeding on all fronts at once. For example a new Vice-Rector (Institutional Relations and Finance) will not be appointed until after the new Vice-Rector (Academic) is in office, presumably by Jan. 1, 1985.

"Optimistically," Kenniff said, "everything should be in place by June 1, 1985."

Although the three vice-rectors hold equivalent positions, Kenniff said the Vice-Rector (Academic) would be the senior academic officer after the Rector and would normally replace the Rector in his absence.

A new function, that of long-term strategic planning, has also

by Barbara Verity

**F**aculty, staff, students and alumni gathered Sunday afternoon, Sept. 23 at Place des Arts to celebrate the installation of Concordia's Rector, Patrick Kenniff. Representatives from more than 50 universities and colleges also attended.

Kenniff took his oath of office before Chairman of the Board of Governors D.W. McNaughton, was installed by Chancellor W. Earle McLaughlin, and was invested with the robes of office by Registrar K.D. Adams.

In his address, Kenniff called for a return to the standard of excellence once held by universities. Quality, not quantity, is needed today, he stressed.

### Crucial role

The university's role in society is crucial, particularly in the complex age in which we live. "Our civilization will always be renewed by the people in it; and the degree of success and the specific character of this renewal depends on the quality and training of the people involved," Kenniff said.

The attempt by universities to be mass, egalitarian educators has led to debauched standards. Grades have been inflated and curricula trivialized. Meanwhile, universities have been drawn into a vicious circle: Society has begun to feel cheated by these lowered standards and has consequently begun withdrawing support exactly when universities need help because of their size, he pointed out.

### Generalists needed

Kenniff added, "In retrospect, the most serious long-term error we committed as we permitted the existing university system to become a more egalitarian super-market was the failure to grasp

what sort of graduates the high-technology automated world we were entering would need. In assuming that our contemporary mandate was to train people to accomplish specific tasks, we forgot that capable generalists skilled at melding technological issues and requirements were the real need."

To seek a renewal, universities must explore and exploit areas of co-operation with other universities, government and business because the issues involved transcend internal boundaries, he said.

### Concordia is ready

Kenniff views Concordia as a particularly favourable place to return to traditional standards. "As a modern urban university we are as aware of the problems and difficulties as anyone, and we have the expertise to relate to the dynamic content that will increasingly characterize the future. Our physical resources are extensive in capability and diversity. Our programmes are both unique and valuable, and form a core of academic excellence at a national standard around which we can rededicate ourselves. Our people are among the best available and our community possesses an additional élan which is the special reward of our bilingual environment. Far more than most, Concordia stands ready to respond to the immense task of renewal that I have outlined today," he said.

(The complete text of Kenniff's speech is found on pages 5 to 8.)

### Congratulations

The installation ceremony included congratulatory messages by Concordia University representatives as well as by C. Hamel, President of the Conference of Rectors and Principals of Quebec Universities, and W.A. MacKay, President of the Association of

(See "Rector" on Page 10)

## Today

Concordia's Music Department has more than a hundred students in its jazz studies program where the music of Duke Ellington, Thelonius Monk, Charles Mingus and Charlie Parker is king. See Page 3.

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New criteria and procedures for awarding honorary degrees at Concordia are in the works. See Page 9.

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A new series begins today on page 10 with Comment on "Concordia: The Next 10 Years" by a P.H.D. Engineering Student.

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The Centre for Mature students is doing its part to ease the transition for older students as they return to university. See Page 4.



# THANK YOU

*From the CONCORDIA FETE  
ORGANIZING COMMITTEE TO EVERYONE*

*Who contributed their time and talent  
to making the CONCORDIA FETE  
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# All that jazz brings out the best

by Simon Twiston Davies

A few years ago the guitar was all the rage for young musicians entering the jazz studies program of the Music Department at the west end campus. Since then the fad is less pronounced and any applicant trying to enter the department had better have at least a grasp of the basics. "It has taken us a few years to raise the standards and the level of expectation," says Andrew Homzy, Chairman of the Music Department. "We now get a lot fewer fantasy trippers trying to get on the course. A while ago they would arrive saying, 'Hey, I play rim-bim-bim music and I would like to go to a university. How about it?' We get a lot less of that now."

There are more than a hundred students in the jazz studies program, which is rather less populist than many others. "We have a strong emphasis on the solid historical aspects of jazz, looking to the likes of Duke Ellington, Thelonius Monk, Charles Mingus and Charlie Parker. We are looking for, and I don't want to sound pretentious here, 'Truth in music'. By that I mean we seek out the very best in terms of tradition, repertoire and of the esthetic," continues Homzy, himself an arranger, composer and tuba player.

For the past few years, there have been six student ensembles within the jazz program. Last year there were three big bands. However, this year there has been a shortage of trombone players, so, along with only two big bands, there are a saxophone ensemble, guitar ensemble, flute ensemble and a vocal group.

Not long ago if you wanted to study music, there was no alternative to taking a classical program. You would become a music educator or be groomed as a

soloist. "The whole history of conservatory training has been to create stars. The reality is that a violinist who graduated would — if he was lucky — end up lost in a huge string section of a symphony orchestra. Nowadays, we recognise there are opportunities in the popular field and try to build that into the program," adds Homzy.

Students who take a jazz oriented course can develop skills which allow them to work in the popular field. Not by necessity need they end up as bus drivers having spent many, many years, studying to become a professional musician.

Four years ago, Homzy points out, the average age of students taking the jazz studies course would have been around 24 years old. "That, of course, is quite old. Today most of our students seem to be coming directly from CEGEP. In the past, quite a number would have been young professionals who had left high school, worked around town either professionally or semi-professionally, and then decided that it was really in their interests to go back to school and obtain a formal musical education," he says.

When the youthful Homzy talks about the jazz studies program he is particularly careful to give full weight to his fellow full-time jazz teachers, trumpeter Charles Ellison and bassist Don Habib. All three are Americans and when this is mentioned it gives him pause to explain that jazz is an American art form. "I think the language of jazz is English. In terms of nomenclature, the jazz argot is English just as, if you really want to study opera, you must learn Italian," continues Homzy. That is why the high number of francophone students drawn to

the jazz studies program isn't surprising.

This year the program has had a windfall in that three new part-time teachers from Nova Scotia have joined the department. "They just fell out of the sky. Fred Hamilton, Alvin Ashley and his wife, Judy, had been teaching at St. Francis Xavier University in Antigonish but they found they had to move in order to develop personally. So, they came here — to Montreal," explains Homzy. They had been hoping that the jazz program at St. Francis Xavier would be expanded to become a degree course instead of a diploma. The provincial government refused and there are now three new part-time teachers at Concordia.

Other part-time teachers whose reputations go further than just Concordia and Montreal are also saxophonist Dave Turner and reedman Bob Mover. This, Homzy believes, gives Concordia one of the strongest faculties in Canada.

On Wednesday nights the Music Department sponsors a series of jazz recitals at the Campus Centre of Loyola. They cover all aspects of jazz. As Homzy puts it, from Bunk (Johnson) to Monk (Thelonius) and beyond. The first of these concerts, on Oct. 3, features all six student ensembles. "We call this our marathon. Close to 100 musicians will be taking part and it gives a good chance for everyone to get a hearing," says Homzy.

On October 10, the Music Faculty Jazz Band will perform, giving a recital with one of the strongest lineups possible to hear in the city. It seems unlikely anyone will be taking part who claims to be good at rim-bim-bim music.



Paul Hrasko, A.V.

Trumpeter Charles Ellison is one of the three full-time jazz teachers in Concordia's Music Department.



## At a glance

**P**rof. Hubert Guindon has replaced **Katy Bindon** as Principal of the School of Community and Public Affairs. Bindon is now Special Assistant to the Rector... Concordia University will participate in the Second Annual International Conference on "Computers in Education", sponsored by the McGill University Faculty of Education Dec. 12 to 14. Assistant **Prof. Mariela Tovar** will give a session, along with other Concordia Faculty members, on Group Learning, Computers and LOGO, during the Dec. 14th sessions from 2 to 5 p.m.... The Director of Volunteers of **Maimonides Hospital**, Stephen Schneiderman has put out a call for volunteers to help hospital staff take care of patients. The hospital cares for senior citizens who suffer from a variety of disabilities pertaining to old age. The telephone is 483-2121... **Roger Côté** has joined the Dean of Students staff at the downtown campus as Director of Financial Aid. His previous experience at the University was as Director of the Campus Centre... The federal government has announced the creation of the **International Collaboration**

**Assistance Fund for Research on New Information Technologies.** The fund, administered by the Department of Communications, will enable Canadian organizations, both public and private, to participate in international co-operative research projects on new information technologies and to acquire the knowledge needed to strengthen this critical industrial sector. The Fund will provide \$1 million annually for various international co-operation activities, including exchanges of information and scientists, and the launching of shared-cost research projects. More information is available from **Jean-Jacques Rousseau** at 613-596-9035...

**The Mechanical Engineering Department** will display its flight simulator and other wares at the **Research and Development '84 Exhibition** being held at Place Bonaventure from Oct. 2 to 5... the **Concordia Centre for Management Studies (CCMS)**, in cooperation with Telelobe Canada, is sponsoring the First Canadian Conference on Personal Business Computers entitled "Strategic Directions & Decisions", Oct. 15 and 16 at Le Quatre Saisons in Montreal.



Paul Hrasko, A.V.

The jazz studies program has two big bands, a saxophone ensemble, guitar ensemble, flute ensemble and a vocal group.



# Septemberfest: keeps education ongoing

by Patricia Willoughby

Concordia University will continue the pioneering work of Sir George Williams University and Loyola College in promoting the view of education as a permanent part of life, Rector Patrick Kenniff told a group of over 100 students, faculty and staff who attended Septemberfest on Sept. 22. The event, sponsored by the Centre for Mature Students, was held in the Faculty Club of the Hall Building.

By accepting part-time students and providing night classes, the two founding institutions opened the University to people of the community regardless of their backgrounds. Kenniff added his commitment to maintaining this accessibility while at the same time offering a quality program. "It's a difficult balance to maintain," he admitted.

## Academic programs

The Rector pointed out that, unlike other universities, Concordia has always provided access for part-time students to bona fide academic programs. This University also recognizes the special needs of mature students whose significant numbers he noted with gratification: 1,500 in the Arts and Science Faculty; approximately the same number spread throughout the other faculties.

The definition of a mature student is an individual 21 years or older who has been out of school for 24 months, who has not satisfied the normal admission requirements, but who has shown potential to take undergraduate programs.

Concordia proves its commitment to the concept of continuing education by being sensitive to the

special needs of people who come back, said Kenniff. "One has to recognize that their experience in the meantime has been rich," he added.

Kenniff went on to discuss some of the problems encountered by students returning to school. He compared it to the experience of his former law colleagues teaching a class here and there who admitted that facing a classroom was the most frightening experience they ever had. He suggested that the people up front should be humble enough to acknowledge that they are learning too and are probably just as worried as the mature student.

## Pursuit of excellence

In response to questions from the floor, the Rector underlined the necessity of ensuring that all university students be helped to pursue excellence and to improve their ability to think. This has to be especially acknowledged in the case of mature students who are there for a variety of reasons. Some come to get a degree, others (particularly senior students) come for the intellectual challenge. "I wish this program had been here when my mother retired," he said.

After lunch, participants attended one of three workshops: "How to Study: How to Write A Term Paper: How to Cope with Math." These workshops, part of a series to be given throughout the year on both campuses, were designed to help mature students develop their confidence.

Lack of confidence is one of their biggest difficulties, according to Richard Diubaldo, Director of the Centre for Mature Students. He sees the Centre as a bridge between the returning stu-

dent and the university. Christine MacKay, Administrative Secretary of the Centre, adds that many mature students are not used to university life. They may have been successful at what they were doing prior to becoming students, but all of a sudden they find themselves not knowing what to do. "It's very traumatic to come back to school," she explained.

## Practical suggestions

Saturday's workshops provided some practical suggestions for coping with the trauma. More

than half of those who attended the Septemberfest chose the one on "How to Study" led by John McAuley of the English Department. Worries about term papers crop up somewhat later, according to Ritva Seppanen who led that workshop. "How to Cope with Math," given by Mary Brian, was far down on people's list judging by the small number registered for it. John McAuley gave some excellent pointers on developing good study habits and stressed the importance of a positive attitude. He also gave

some practical hints on classroom decorum and on time management. Participants took notes avidly and seemed to find his suggestions helpful.

As a follow-up to Septemberfest, further workshops are scheduled for next Saturday on the west end campus. As well, Fellows of the Centre will be on duty at each of its home bases at specified weekly hours to provide academic advice and to assist mature students with their problems.

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## Pilot project for over-60s

Concordia's Senior Student Committee announced last week that 180 people have registered for non-credit courses in the pilot project for Senior Students — those who are over 60 years of age.

Paying a nominal course fee of \$6 for one term or \$12 for two term courses, Senior Students are not required to do assignments or take examinations. As a result, they cannot receive credit for the courses. However, an attestation is given to all who attend regularly and who prepare a written statement on the subject matter of the course. The term, Senior Student, applies to those over 60 who are enrolled in either credit or non-credit courses. Senior Students may also enroll in a regular degree program or as independent students.

The Senior Student Committee is sponsored by the Centre for

Mature Students to oversee the smooth running of the program. It consists of Senior Students, as well as representatives from faculty and administration. The Committee, through sub-committees and ad hoc committees, has taken action and made recommendations on a number of issues involving Senior Students.

Some of its achievements include: A review of course offerings for non-credit students and recommendations of additional courses; A survey of the Senior Scholarship plan with recommendations for changes in the criteria for awarding scholarships; A survey of Senior Students and a compilation of the results of that survey. Workshops and seminars are being developed in response to that survey; Assistance in the planning of the first Elderhostel in Montreal; A comprehensive brochure on its services which is

available from the Centre for Mature Students or from the Information Desk on both campuses.

The Senior Students have also founded the Sparklers Club for all students of 55 or over. A member of the Concordia University Student Association (CUSA), the club has arranged for the use of room 651 of the Hall Building by seniors wishing to socialize over a cup of tea or coffee, or to rest or read between classes. Its activities also include social gatherings such as meetings featuring university speakers and wine and cheese parties.

Any Senior Student interested in working on the Senior Student Committee is asked to call the Coordinator at 879-7271 between 9 a.m. and 5 p.m. Meetings are held once a month on Thursdays at 4 p.m. at the downtown campus.

## International Video Conference opening

The Montreal International Video Conferences will bring together artists from around the world to Montreal from Sept. 27 to Oct. 4 to view and discuss latest trends in the fast-growing video art form.

The event is organized by Video 84 Inc., a non-profit organization, with participation on the Advisory Board by Prof. Dennis Murphy, Communication Studies at Concordia University, as well as by representatives from the Université du Québec à Montréal (UQAM), the Montreal Museum of Fine Arts, Musée d'art contemporain and the Musée du Québec.

The conferences will feature a festival in which art and commercial-type videos will be shown throughout the week. A symposium will also be held Oct. 2 to 4. The art videos will be shown at the National Film Board, Place Guy Favreau, and at Videograph, 4550 Garnier St., by Belgium,

Canada, England, France, Italy, Japan, the Netherlands, Switzerland, USA, West Germany and Yugoslavia. Commercial videos will be shown at the Spectrum Theatre. The symposium, to be held in Salle Marie-Gérin-Lajoie at UQAM, will have 20 speakers from participating countries.

As part of the conference, video installations, environments and sculptures will be exhibited at five Montreal art galleries for up to eight weeks.

In May, 1985, a book will be published, including the proceedings of the symposium, photos of the installations, and 11 bilingual texts tracing the history of video in the participating countries.

Registration is at the Pavilion Judith Jasmin, UQAM, locale 1490; special rates are available for students. Further information is available by calling 282-3552.



Charles Bélanger, A.V.

The Casimir G. Stanczykowski Scholarships in Computer Science and Computer Engineering were presented recently by the donor, Mrs. Anne-Marie Stanczykowski, centre, to this year's recipients, Thi Nhu Hanh Vo, right, and John W. McManus, left.



## "I join you as a recipient of your traditions and achievements..."

(The following is the text of the speech given by Dr. Patrick Kenniff during his Installation ceremony as Rector of Concordia University on Sunday, September 23, 1984.)

**F**ellow members of Concordia University, by this ceremony of installation I officially join you as a recipient of your traditions and achievements and as a participant in your future. I accept my role as a worker in the fulfillment of your duties and obligations and as a leader who will support the search for a full and rich interpretation of the destiny of this institution.

I am aware that I assume my stewardship at a disruptive time in our history — a time when society and our institution are passing through an era of major change. In fact, many among us believe we are living in an era in which we must be both observers and participants; within an age which will be as significant as the industrial revolution and of more daring accomplishment than the Renaissance.

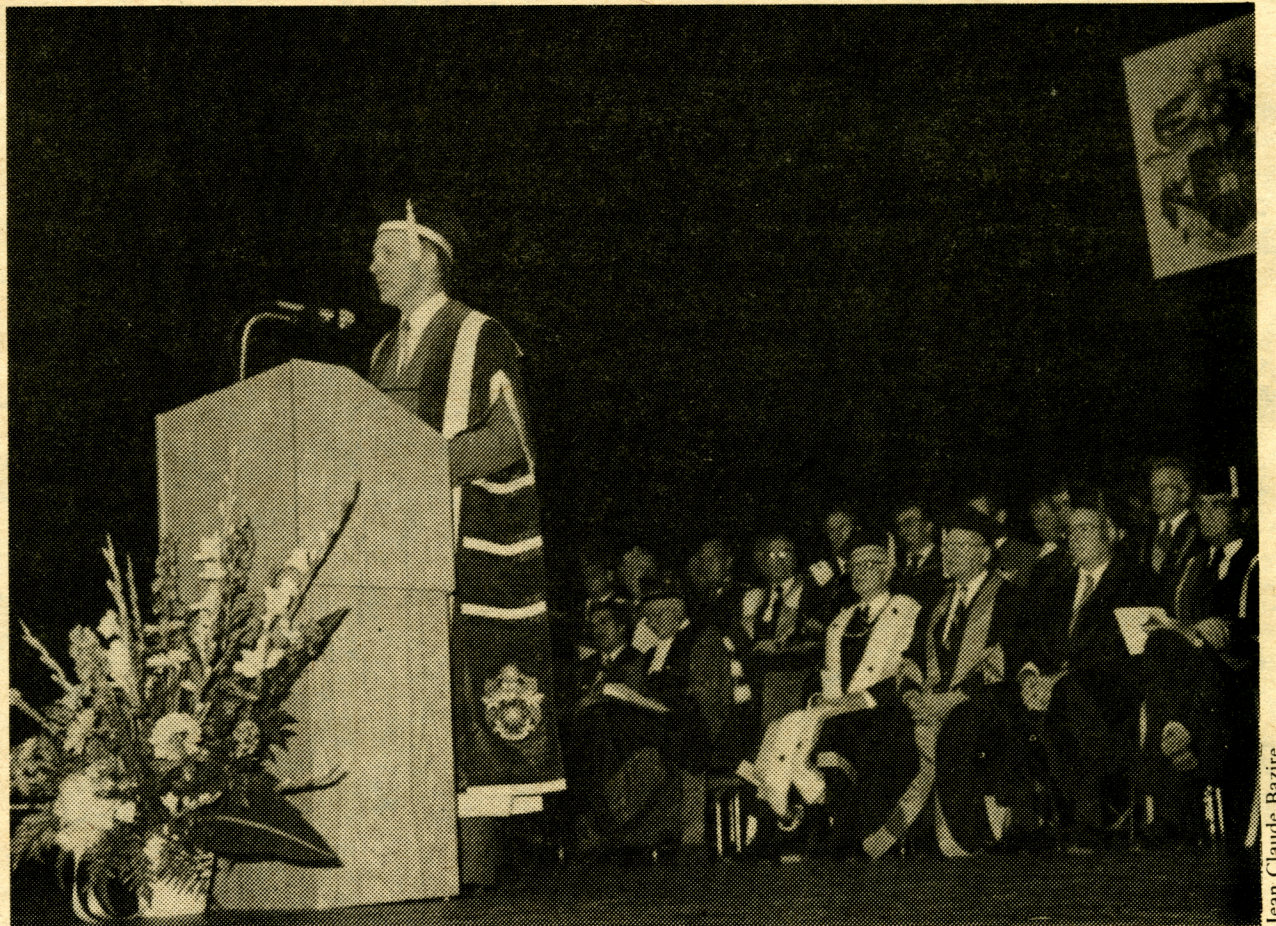
Although such periods of change involve disquiet and often generate pessimism and abrasiveness, we do well to remember that relative instability and uncertainty are the marks of every great age. This is not the first time our country has faced daunting prospects, nor is it the first time a mood of defeatism has been felt. But our generation forms the first society in which most participants have been given the opportunity to know, to be trained, and to have the time, wealth, and instruments available for resolving many of our problems.

Foremost among these instruments are our universities. They constitute a network of institutions in which committed people of vision and energy strive to produce responsible men and women who can think and learn. This role for universities within society is crucial, because our civilization will always be renewed by the people in it; and the degree of success and the specific character of this renewal depends on the quality and training of the people involved.

Of late, it seems that governments and the general public are disenchanted with our educational institutions. This change of attitude is troublesome and cannot be taken lightly. A society which is to continue to prosper must be willing to devote the proper proportion of its resources to improving its young people's experience and abilities. Otherwise there can be little fruitful change in that society's economic performance and social harmony in the years ahead. There are reasons for this estrangement. They are rooted in historical relationships, in opportunities perceived and opportunities missed, and in a failure to deal critically with emerging social and educational realities.

Today I want to examine why the modern university is in trouble; to explore what has caused this loss of confidence in education generally and universities in particular, and to suggest how this situation might be reversed. I am aware that questions of this magnitude cannot be answered in detail in the course of an inaugural speech, but it may be helpful if I provide my personal perspective on the issue.

To begin with, to talk about the modern university in contemporary society, we must do two things: first, we must define simply and precisely what we mean by "the modern university"; second, we must direct our comments to people willing to listen constructively. Both tasks should be straightforward, but they are not. The reasons for this are all too easy to identify.



Accompanying Rector Patrick Kenniff on the stage during his Installation ceremony were Concordia University dignitaries as well as representatives from 54 universities and colleges across Canada.

In the case of finding an appropriate audience, the difficulty stems from the fact that listening constructively has become a lost art. Like the heedless sophisticates of Biblical lore, too many of us have "...eyes, but cannot see; ears, but cannot hear".

In the case of precise definitions, modern universities suffer from the fact that they are largely defined in functional terms — an approach which introduces a considerable degree of both disagreement and confusion. These exist partly because, in Orwellian fashion, we often argue simultaneously contradictory positions about the modern university's function and definition. For example, we contend that it is primarily a temple of the mind where esoteric scholarship flourishes, but also that it is the principal forcing ground for the scientific and technological elite the country needs for sustained economic growth. We also argue that while the university is supposed to be the central mechanism for providing equal opportunity in our society, it is supposed to act as a sponge for absorbing the unemployed for a few additional years. Finally, despite all apparent contradictions, it is still viewed as "the last, best hope for mankind".

### Today's university is required to undertake many other types of activities.

Such a list can be extended endlessly and demonstrates the difficulty of being more precise. Like the example of the blind men and the elephant, all of our definitions about modern universities *tend to be* partly true, but none of them is complete. Let me illustrate the problem in another way.

One of the most compelling and enduring characterizations of the university has been provided by the historian, Jacques Barzun, who called it the "house of the intellect". The metaphor is attractive as a statement about the university on the grounds that it captures the unique role a university must play; namely, the responsibility for *discovering* and *teaching* truth. The idealism embodied in the notion of a university whose function is to combine learning with teaching, to illuminate what is known and has been taught, to examine it, question it, and augment

it, is undeniably powerful; so that to create and pursue the adjuncts of scholarship for their own sake has been a compelling mission.

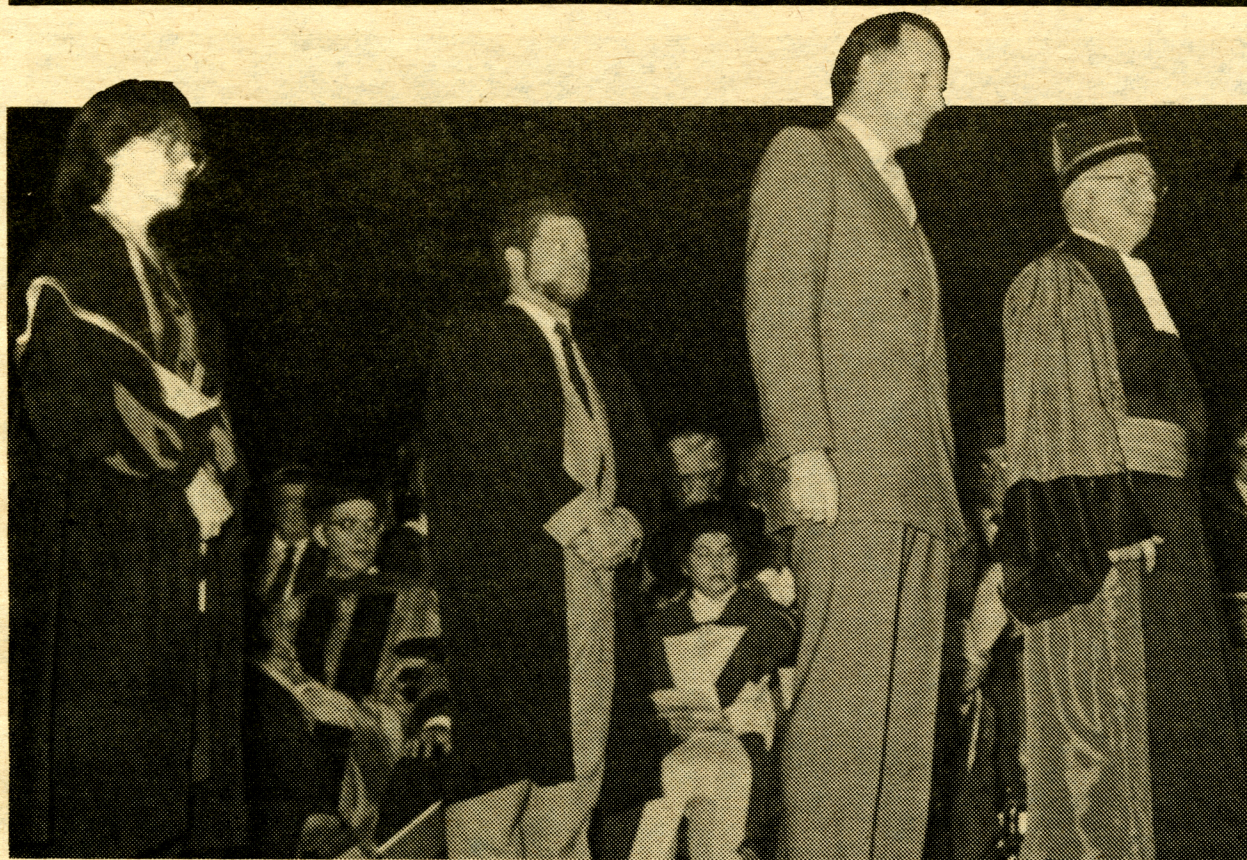
Within this paradigm we came to see the university as a place apart; a sanctuary which has been serenely detached from the clamour and practical needs of the world. Protected by spacious lawns and wooded surroundings, the calm reflection of scholarly activity could proceed unabated. Would that life were so simple, but it is not!

We know that this has not been and cannot be the case for the modern university in contemporary society. Today's university is required to undertake many other types of activities designed to meet important social and economic needs. These often bear little resemblance to those emphasized in Barzun's "house". Right or wrong, good or bad, these tasks are deemed necessary by both priority and planning groups and their funding has been given priority status. The long-term result has been a form of schizophrenia within the university and has led to unhealthy, even unnecessary, tensions among its many roles.

Part of the difficulty lies in the fact that in defending the house of intellect paradigm, many have forgotten their history. Scholarship alone was never enough to sustain a healthy university. The tower was never completely ivory, nor of sufficiently commanding height to remain impervious. The truth is that the university could not and cannot exist in a vacuum. This does not deny the need for a refuge akin to Barzun's model in which gifted people can grow and prosper. Such a need is unassailable. But it is not enough; because it is not an environment all of us are able to share.

A more helpful approach can result from remembering that universities were initially created to serve the most practical of purposes: to refine, transmit, and transpose the *living* heritage of man from generation to generation. Creating new knowledge was important, *but it was never the only concern*. The root of the problem — then and now — lies in the protean and ever-expanding nature of this heritage. As knowledge increases, the task of transmission becomes more demanding and complex. At the same time, the fact that methods of cultural transmission in society's collective mind differ, both among cultures and from generation to generation, (Continued on the next page.)





Patrick Kenniff was brought forward to be installed as Rector of Concordia University by an Escort of Honor: left to right, E. Killean, President of the Concordia University Graduate Student Association, David Baird, Co-President of the Concordia University Student Association, Patrick Kenniff, and Russell Breen, Vice Rector, Academic.

Jean Claude Bazire

compounds an already difficult process. So while arguments as to the role of universities wax and wane and methods of cultural transmission come and go, the task assigned by society to universities, whatever the context, remains essentially the same. If the university fails in the spirit of this mission, it fails completely, regardless of any external appearance of success.

Looking at the university in this light requires our focussed attention on the central element of this primary purpose: the university and its environment. It is certainly not a new theme, but it does merit restatement. I believe that our present plight in Canada stems from our past failure to give proper weight to this central theme.

Many questions relating to the environment deserve serious discussion: future shock, technological innovation, biosphere concerns, third world problems, economic constraints, political tensions, and on and on. But the most obvious and important for the modern university in the Canadian milieu is the interdependence of a shrinking world and its expression in the realities of the urban community. Although the primacy of urbanization and its attendant problems are well recognized in the literature of our time, one of the most important developments is often overlooked: the rise of the modern university. Here we have an institution which has dramatically altered the "landscape" in which it functions, because it was *purposely* placed in a constantly changing environment to help improve educational opportunities for the urban citizen.

Concordia is one of the most successful examples of such an institution, and we have developed a special character as we have learned to deal with the complexities and clamour of a major metropolis. Montreal is glamorous, busy, intrusive, distracting; it also affords us unique opportunities to live and work in two of the principal international languages and to access resources not easily available elsewhere. Yet this fact of life has had both positive and negative effects on our development. Unfortunately, it has also played a fundamental role in our particular "fall from grace". While there may be merit in the argument that Concordia is deluding itself in assuming that it ever achieved the state of order to fall from it — at least in terms of funding and recognition — this address seeks to emphasize that we, whatever the differences, share in the public perception of universities.

Our environment has had positive effects in that it has ensured our vitality: Concordia has never been

able to ignore those programmes and applications of research and investigation, scientific or social, that express the university's function in practical terms. But the environment's effects have also been negative: the university has failed to fulfill public expectations because it has had difficulty handling the incredible array of needs generated by the requirements of a complex urban environment.

It matters not that the same type of negative effects were experienced by other universities and that they occurred as a direct result of the fact universities were asked to perform the impossible mission of being all things to all people. True or false, and I believe it to be true, this argument has little effective weight now, for we have allowed it to become circular. We have plodded along, attempted to cover the gaps as they appeared — but have made little effort to explain why it was "mission impossible", why the expectations placed on us were unrealistic. For the modern urban university, the circle has become an ever more intrusive reality. We often have little time or place in which to reflect, and response is frequently a matter of the moment as we attempt to meet demands as they constantly arise.

The result has been serious damage; and it has placed the modern university in a particularly awkward situation. The more the university is perceived as failing to live up to the public's expectations, the more disenchanted the public becomes and the less government, business, and public support the university receives, the less able it is to fulfill the tasks it can realistically hope to achieve, and the less capable it is of restructuring priorities in changing circumstances.

The longer this cycle continues, the more difficult it becomes to maintain first-class status, good staff, and to engender internal confidence. An internal circle thus emerges: loss of confidence leads to a failure of nerve which in turn stifles imagination and reduces the capacity of the university to live up to the public's expectations.

What is particularly disturbing and compelling about this syndrome is that the ideal university is neither simple to describe nor easy to achieve. And, as noted at the outset much of the problem is attributable to a basic characteristic of our time, once described by Einstein as a confusion of ends compounded by an abundance of means. But two things do seem certain: as presently constituted the university cannot meet an unlimited menu of roles imposed by its external environment; extraordinary financial support from government and business will be need-

ed to begin the necessary process of renewal.

Any improvement must begin with a commitment on the part of all participants not only to filling the gaps between needs and abilities, but also to breaking out of the cycles that have taken hold. This means that universities must concentrate their efforts on clarifying their goals in a manner that will be understood by the public, and will demonstrate why they merit a return to the "pride of place" in both the popular mind and government coffers that was once evident. To do this universities must explore and exploit areas of co-operation with our partners: other universities, government, business, and ourselves; for the issues involved transcend internal university boundaries. They also must enter the process of potential change with the flexibility of mind and spirit which demonstrates our understanding that we cannot do it alone. The real question in attacking our problems, however, is where to start.

Despite the list of contributing factors already mentioned, I believe the university has lost public esteem for a more profound reason, one rooted in *our failure to pursue excellence*. There are many examples encapsulating this phenomenon. One of the clearest is best seen when one reviews the ravaging internal and external contradiction which emerged when universities simultaneously embraced the notions of egalitarianism and elitism during their "golden years" at the public trough.

The internal contradiction is based on the observation that very few faculty and administrators realized the extent to which they were regarded as an elite within society. As a result, very little consideration was given to the way the public viewed the push towards higher salaries, special privileges which, in the context of strained resources, minimized both the quality and extent of services offered, and the endless requests to governments for improved facilities and equipment. When times got tougher and the public's perception of the university's utility to society faltered, its reaction was swift and negative.

The external contradiction concerned popular expectation of the educational services that universities were to render. After World War II, Canadian society was steeped in egalitarian rhetoric and myth, and the confusion between university training for select groupings of students and mass education was natural. But what was not considered was that to the extent that university education became mass education, it ceased to be education for an elite. The outcome was pressure to increase enrolment and reduce entrance and graduation requirements. Such an adulteration might have been withstood, if the educational material involved in the remaining process was still excellent, and if provision had been made for dealing with the needs of elites. Neither proved to be the case.

The more immediately serious of the two errors was the presumption that the material to be taught was intrinsically excellent and would, by definition or through osmosis, enable the university to continue to achieve excellence in a traditional manner despite its expanded population. But there was increasingly evidence to the contrary. Not only was the university now turning out graduates for whom society has no economic need, but many were below standard as well. The university was partly the victim of "guilt by association": the real decline had begun in the public school system. But the plain fact was that the university could not apply rigid standards to the massive influx of students expecting degrees. Grade inflation, curriculum trivialization and the debauching of standards became acceptable expedients.

The university recognized the change, but examination of the problem remained largely internal. The ability of the university to accept all comers was apparently more important in the public equation than the requirements of educating students to traditional standards. The fact that a number of university graduates were functionally illiterate did not seem to elicit more than a massive shrug from the system in the early stages of this process. Thus, having taken on an educational responsibility on terms that

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precluded its effective discharge, the university did not feel particularly at fault. But society did not perceive the problem in those terms.

In moving to meet the new requirements for mass education in a changing and rapidly expanding Canadian environment and in reacting to the extreme competitiveness and elitism of the former system of higher education, the university began with good intentions. In Québec and Montréal, the dimensions of this change were tremendous. All sectors of our society recognized that creative responses were needed; education, particularly at the post-secondary level, was a priority. Critical assessments of numbers and content resulted in a high level of public dialogue. But even this process, as dynamic and positive as it has been, has not yet resulted in the integration of tradition and needs that must characterize both the operation and the perception of the modern university.

The unfortunate result is a generation of graduates which is ill-equipped to deal with practical realities in a world which has changed dramatically and become newly harsh and difficult. To make matters worse, the environment in which we now live is even more competitive than that which we rebelled against, with specific requirements for well-honed skills or extraordinary excellence in adaptation.

## Integration of tradition and needs must characterize the modern university.

In retrospect, the most serious long-term error we committed as we permitted the existing university system to become a more egalitarian super-market was the failure to grasp what sort of graduates the high-technology automated world we were entering would need. In assuming that our contemporary mandate was to train people to accomplish specific tasks, we forgot that capable generalists skilled at melding technological issues and requirements were the real need. In our rush to treat all students equally, we forgot the simple truth that there is nothing more unequal than the equal treatment of unequals. We diluted the quality of our graduates and, despite a few pockets of excellence, homogenized the product.

This has proven to be a serious shortcoming. In our recognition that the creation of a technological elite was a matter of national economic survival, we

lost sight of our commitment to educate and replaced it with a timely enthusiasm for training.

What went unnoticed as we fumbled along, was that other nations were catching up and we in Canada were losing our international competitive edge and reputation for excellence; increasingly we were doing neither job particularly well. The failure of many universities to understand this wrought yet another external phenomenon — the introduction of a new group of players into the training arena. The extensive rise of a paraeducational, degree-granting system within industries throughout North America is a startling indication of the loss of confidence one of the university's major constituencies feels towards higher education.

If I sound harshly critical, it is because the problem of universities must be addressed. Education is the capital invested by society for its future — with part of the investment involving the replacement of the older generation and its skills. But another part is always genuinely new — that is, a net addition to our stock of human capital and conceptual resources.

True, the university bears a large share of the responsibility for its present state due to acts of commission and omission, but the situation is not wholly of its own making. Society's disenchantment is also founded on some misperceptions resulting from what have turned out to be unrealistic objectives. If this observation is accurate, then two corollaries flow from it:

First, the universities' problems are to a great degree mutual ones: a healthy university in a sick society is a contradiction in terms, and a sick university in a healthy society is a loud early-warning alarm;

Second, mutual problems require mutual action for solution.

Looking at the problem in this way gives us the direction for remedial action: the first step will require a new orientation founded on careful, perceptive planning. Universities must review their resources and shortcomings soberly, make a realistic assessment of future needs, and structure programmes of action with benefits that are clearly applicable in general terms. Talk alone will not be enough: the university must also demonstrate through the example of its members that it takes the process seriously. However, virtuous activity of itself is also insufficient — we must promote our case effectively. The society outside the university's walls has to be told what we are doing, or it will not get the message.

The most important first step the university com-

munity can undertake to restore public confidence and begin the process of institutional renewal called for by our changed circumstances is a rededication to the concept of excellence. Such a commitment will call for sacrifices and a return to a basic understanding of the role of the modern university within contemporary society. Too often we have construed this exercise as one which simply examined the effectiveness of our physical plants, intellectual resources, the quality of our students and the efficiency of our employees. The answers to these questions were offered as proof of our demands for support.

Obviously our benefactors have a right to expect value for monies spent, but value should not be measured solely in terms of immediate returns. Rather, educational expenditures should be seen in the context of capital investments in the future of our youth, clearly our best renewable resource. For this reason, our most urgent mandate must be to develop a new understanding of excellence. This can only be based on a new set of criteria, acceptable to both society and universities.

To borrow some ideas from John Gardner's wise book on the subject written about 30 years ago, we must begin by continually reminding ourselves of the self-evident truth that there are many varieties of excellence. In the intellectual field there is the kind of activity that leads to a new theory or the kind that leads to a new machine; there is the kind that is most at home in teaching or research; the kind that works best in quantitative terms or that is most comfortable when dealing with poetic imagery. There can be excellence in art, in music, in craftsmanship, human relations and parental responsibilities. This list, like the functional definition of the university, can go on and on; but the points that need to be made are straightforward.

First, our society cannot achieve greatness unless individuals at many levels of ability accept the need for high standards of performance within the limits of the possible. Universities must accept that they have certain specialized societal roles to fulfill. In these roles, it is essential that they ensure the highest conceivable excellence in the activities crucial to the effectiveness and creativity of our society.

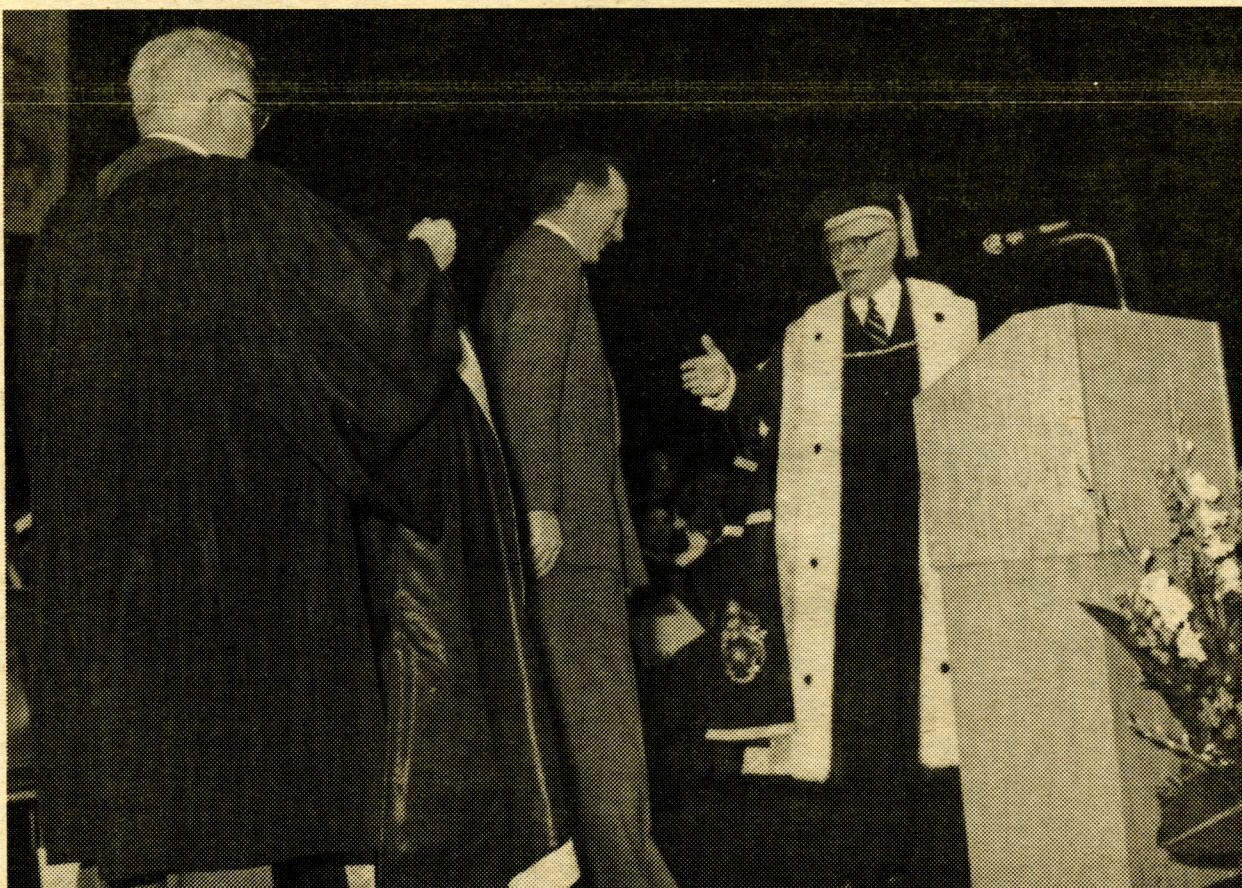
## Education for excellence must not mean the denial of opportunity for the many.

Second, we must recognize that some kinds of excellence lend themselves to development within the educational system while others are best fostered outside. This means that educational restructuring outside the university is an essential element in any strategy for improving excellence within. The reassessment of our fundamental task must not be undertaken in isolation. The process must be informed by the complete network of needs. For the opportunity to excel must not be restricted to the privileged few, just as the ability to excel must not be compromised by a confusion of the meaning of learning and teaching in the university.

By definition, excellence is a minority phenomenon. We cannot expect everyone to be excellent. All too many lack the qualities of mind and spirit which would allow them to achieve it. But many more can achieve it than do now, and many more should be encouraged to try to achieve it than do now. A society is always made over by the people in it. It is made better not only by those who are excellent, but also by those who are trying to be so!

Providing our citizens with social structures capable of supporting the pluralism of interests and environment of opportunity necessary in a democratic society, in a manner that does not perpetuate elite power or compromise standards, has always been the challenge to our political system. The general public should not forget that educational institutions, and particularly universities, have been key players in making the process function better. In fact, given the

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The Installation ceremony underway, Patrick Kenniff approaches Chancellor W. Earle McLaughlin while Registrar K.D. Adams prepares to invest Kenniff with the robes of office.

Jean Claude Buzire



escalating complexity of an increasingly technological future — one which demands a new and different workforce — universities remain our most valuable social resource. To remain so, though, and keeping in mind the context described earlier, universities must be willing to deal with students on a basis that emphasizes: be as different as you wish, but do it with excellence.

## **The challenge is to build a society of excellence which permits each of us to develop toward our own standards of excellence.**

Since many of the functions contemporary students will be required to perform are as unknown to us today as communications, computers, and space technology were to our fathers, the university has a valuable contribution to make, both as a resource for suggesting new roles and as a catalyst for suggesting alternative educational systems as means to meet different technical, social and economic objectives. Thus education for excellence, whatever the future scenario, must not mean the denial of opportunity for the many. The university must enhance its future prospects by being aware and supportive of alternative types of social education and through promoting new initiatives while still stressing the roles for which it is best suited. Higher education in helping to ensure excellence within new patterns of diversity will also help redress perceptions that place undue emphasis on the character of a high-

technology elite. The new diversity will require a multitude of standards against which excellence can be judged; this will relieve the university of the burden of being the *only* "standard bearer" of educational achievement.

To be credible, if we wish to provide the much-needed educational leadership necessary to our external partners, we must first put our own "houses" in order. Our primary resource continues to be our people. They represent a range and depth of disciplines unmatched by any previous educational system. Our major task in this regard is one of mobilizing and challenging them to think in new and different terms — but such self-renewal has always been something the university has been good at. We have the means: new developments in computers and communications offer us significantly enhanced powers for organizing and reaching out, enabling individual limitations to be transcended. *What we need are the appropriate ends!*

Let us not waste either time or effort on the counter-productive and negative exercise of trying to assess blame for our present woes. In the current situation, both the university and its surrounding society are in trouble and neither can succeed in going it alone. If we address our shortcomings forcefully by emphasizing our traditions of scholarship, service and responsibility, we will have set in motion the new dialogue. Society can help us by recognizing that the university cannot be everything to everyone! that it is a specialized institution with particular purposes and that it must share the burdens of contemporary education with institutions in other sectors. If higher education serves those purposes to which it is best suited, leaving other institutions to further goals founded on egalitarian hopes, the road to excellence and unlimited opportunity will be clear.

Throughout this process of renewal we must remember that free people must be competent people. Maintaining a vital and free society is not possible with the half-educated. But excellence implies more than competence. It implies striving for the highest standards in every phase of life. We must build a system that does not penalize the many in order to reward the few; but we must not forget the few because of the many. The challenge is to build a society of excellence which *permits* each of us to develop toward our own standards of excellence.

Concordia University strikes me as a particularly favourable place to begin this process of renewal. As a modern urban university we are as aware of the problems and difficulties as anyone, and we have the expertise to relate to the dynamic content that will increasingly characterize the future. Our physical resources are extensive in capability and diversity. Our programmes are both unique and valuable, and form a core of academic excellence at a national standard around which we can rededicate ourselves. Our people are among the best available and our community possesses an addition *élan* which is the special reward of our bilingual environment. Far more than most, Concordia stands ready to respond to the immense task of renewal that I have outlined today.

This, then, is the direction in which I intend to lead. In this context of renewal and excellence, I intend to foster and promote those traditions and futures that I referred to in my opening words. We are capable of merging our experience and abilities with the needs of our community; in this we will be innovators and partners in the realization of our mutual aspirations. The challenge is immense; the obstacles formidable; and the reward unprecedented. What a wonderful opportunity; what a great adventure for we all.

**Concordia is a particularly favourable place to begin this process of renewal.**





## Profiles

By R. Bella Rabinovitch



**T**he Conservatory of Cinematographic Art, housed in the Hall Building, is a Montreal gem that offers exposure to films from around the world to both students and the public. More than a repertory cinema, it provides consistent insights into how one director, actor, or country interprets their world.

Presently, a festival of Indian films unlocks doors, allowing for a glimpse of a society few of us will ever see. In October, the Conservatory will present a Liv Ullmann retrospective, highlighted by the presence of Ullmann herself.

There is a tendency among moviegoers to forget the behind-the-scenes people who make the experience possible. Marie-Claude Leboeuf is one of those instrumental people. As the Secretary for the Conservatory, her duties are manifold. Whether it is clearing films at Customs, clerical work, or assuring the safe delivery of a film, Leboeuf's efficient style enables the viewer to sit back and enjoy — without an inkling of the red tape or foul-ups that are part of her daily schedule.

Leboeuf, a graduate of O'Sullivan College, initially had a different career in mind. Nonetheless, the cosmopolitan flair of her position and Concordia itself has claimed a new devotee. Aside from an eight month return to school break, Leboeuf has seen to the smooth running of her post since February, 1979.

Working for Serge Losique, who directs both the Conservatory and the Montreal Film Festival, presents Leboeuf with the challenge of fulfilling the needs of a perfectionist.



Charles Belanger, A.V.

### Marie-Claude Leboeuf

Leboeuf is on her toes whether she is working or playing. Attesting to the canon that a sound body makes for a sound mind, she works out at the "Y" three times a week. She enjoys participation sports, especially that of alpine skiing.

Leboeuf's adventuresome spirit is not contented by mere armchair travel. She has in fact voyaged extensively in both Canada and the U.S. She adores British Columbia because it offers great skiing and is at the same time the doorway to the exotic Pacific.

In 1982, she explored the mountain villages of Brazil where Portuguese royalty once erected country manors in this spectacular setting.

Leboeuf's curious mind is always alert to the fantasies and realities that are created in this ever-expanding and delightful universe.

## Are you type "A" or "B"?

**A** man visiting the Louvre in Paris once managed to get around all the exhibits in less than an hour. He said it was great — but he hadn't had time to take a look at the Mona Lise.

Another man sits in his office doing his taxes. The phone rings and while talking, he continues doing his taxes. His secretary comes in and, still talking, still doing his calculations, he wildly gesticulates to her to bring him a cup of coffee.

Prof. V.V. Baba of the Management Department would describe these two characters as suffering from type 'A' stress. His most recent research, examining a group of aerospace workers, has been to explore the theoretical aspects of stress. "I have come up with a model linking certain antecedents to stress and then linking the stress to behavioural patterns that have relevance to industry, such as absence and a high turnover of staff," says Baba. His conclusion is that while stress does indeed cause absence it is only one of several other factors.

With a \$5,000 grant from the Quebec Department of Intergovernmental Affairs, Baba spent a year just outside Paris, examining the differences between the causes of stress and causes of absence for Anglophones and Francophones, and their differing reactions to stress.

An explanation for the differences when it comes to causes of stress, but the lack of difference when it comes to causes of absence, may be what we call organizational culture, says Baba.

If the organization is tolerant of absence then the temptation to absent yourself is that much stronger. When trying to deal with stress, adds Baba, your home culture is the important thing.

If you think you suffer from type 'A' stress, Baba says you should watch out for the following symptoms: A chronic and incessant struggle to accomplish more and more in less and less time. The overt signs of this are explosive and accelerated speech, a heightened pace of living, a generalised impatience with slowness, also the varied simultaneous activity displayed by the man doing his taxes. An additional definition is made simply by counting your ac-

tivities and their frequency.

"There are several things you can do when trying to change these patterns," says Baba. "Firstly, you should try to cope with the hurriedness, the Hurry Sickness as some people call it. Here, one should constantly tell oneself that there is no reason to hurry, and try and listen to what other people have to say."

Type 'A's seem to be always interrupting. They should ask themselves, Do I really have anything interesting to say? Does anyone want to hear this? Is this the time to say it? If any of the answers to these questions is NO, then shut up.

And what is a Type 'B' person? "A Type 'B' is the opposite of a Type 'A' — anyone without the features of Type 'A'. Type 'B's take their time, and pace themselves," adds Baba coolly. Very Type 'B' himself.

## New rules drawn up for honorary degrees

**N**ew criteria and procedures for awarding honorary degrees at Concordia have been approved by the Board of Governors.

The procedures are designed to speed the selection process and lessen the danger of the Board and Senate being forced to make last-minute decisions late in the academic year.

The procedures were adopted at the Governors' regular monthly meeting last Thursday. They were drafted by the Board's Graduation Ceremonies Committee after studying a nation-wide survey of the procedures used at other Canadian universities.

In presenting the proposal Committee Vice-Chairman L. Ian Macdonald and Rector Patrick Kenniff said one of the major changes under the new system would be to allow everyone in the University community a voice in nominating honorary degree recipients.

Kenniff said after the meeting that for reasons of efficiency (because of the large size of modern universities) degrees in recent years have been awarded by individual Faculties, and as a result, people sometimes forget that it is the University, not the Faculty Councils, that confer honorary degrees.

"The Faculty Councils will continue to play a significant role in the selection process," he said, "but others should have the op-

portunity to nominate candidates, too."

The criteria and procedures are as follows:

1) The criteria for selecting nominees should remain as simple and uncoded as possible; to be eligible, a nominee must be sufficiently accomplished in his or her field to ensure that the awarding of an honorary degree would bring credit to Concordia, the academic community as a whole, the City of Montréal, Québec or Canada.

2) The names of current members of the faculty, the administration and the Board of Governors could not be submitted for honorary degrees. Prudence should also be shown in awarding honorary degrees to holders of public office.

3) An advertisement should be placed in *The Thursday Report* at the start of each academic year (early September) inviting the four Faculty Councils and any interested members of the Concordia community to submit the names of honorary degree nominees to the Board of Governors' Graduation Ceremonies Committee.

4) Under normal circumstances there would be no more than two honorary degree recipients at each convocation ceremony.

A fifth proposal concerning the exact dates and the nature of all submissions was tabled pending debate by the Faculty Councils.

## Fellowship available

**T**he Bora Laskin National Fellowship in Human Rights Research will be awarded annually by the Secretary of State of Canada beginning with the 1985-86 academic year, the federal government has announced.

Named for the late Chief Justice of the Supreme Court of Canada, the award will take the form of a one year fellowship for research on themes and issues relevant to human rights in Canada. The objective of the fellowship is to encourage interdisciplinary research and the development of expertise in the field of human rights, involving the arts, humanities and the social sciences, as well as journalism and law.

Candidates should possess a graduate degree in one of the fields which would be addressed by the research and should be Canadian citizens or permanent residents of Canada. Applicants should have five to 15 years of proven experience in their field.

The deadline for receipt of applications for the first award for academic year 1985-86 will be Oct. 31.

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# COMMENT — Concordia: The next 10 years

## Concrete proposals needed to set direction

by Milind Pimprikar  
(Ph.D. Engineering Student)

**T**oday's economic climate and the changing labour market may push governments in Canada to adopt measures that are a profound menace to our universities, and would influence substantially what directions universities like Concordia should take during the next decade.

A story in *The Globe and Mail* reported on "renegotiation of Established Programme Financing" in order to ensure that post-secondary education does not give students skills for which there is little demand, instead giving them skills that the country and its economic development presumably need. It comments, "At the first level, that statement is telling students they may find themselves channeled increasingly into subjects such as engineering, economics rather than areas such as classics or political theory."

As a means whereby higher education may be more closely linked to the currently perceived demands of the labour market, an overhaul of the educational system is needed. A system is required that will make job training central at all levels, "for specific jobs that have specific requirements".

### University research and teaching

The reputation of the old universities is firmly established; the younger ones like

us try to emulate their elders and are extremely vigorous and ambitious.

Good teaching and excellent quality research are the supporting foundations for the university to establish itself as a confident and competitive contributor in the economic and social development of society.

With the quantity of scientific and technical information growing at a tremendous pace, students find themselves having to deal with an ever-increasing amount of material, but with no corresponding increase in time available for learning this material. Thus, the importance of teaching quality becomes crucial.

Making science research succeed in supporting local needs requires a different attitude than just doing good research work. More often the limited research now being carried out tends to become academic, far removed from the real life needs of the society. There is a long process in the chain: discovery — information transfer — identification of potential use — feasibility — production — benefit to community.

### Concordia 1985-1995

It is an obvious fact that we must start with what already exists. Even far reaching plans, if they are not to degenerate rapidly into mere wishes or

impossible projects, must depend on the foundation already laid and the trends which reality dictates. This is the safest way of avoiding impractical hypotheses and ensuring a reliable basis for future prospects.

Over the last two years enough has been discussed and debated through the *Fahey Report* and the *Mission Study*, (*Thursday Report*, January 13, 1983).

Now, the university administration must come up with somewhat more concrete proposals.

- The University should reassess all priorities in view of providing the necessary (must) resources for students (both undergraduate and graduate) to develop competence in their field of study.

- Each of the departments should identify a limited number of specializations, and then determine whether they are really viable in each.

- Industries and private sectors should be linked as an important source of research activities and research funds for the decade ahead. At this point, one must bear in mind that emphasis on industrial research will not change the University's role as educator. Research and education are two sides of the same coin.

- Concordia should develop cooperative programs which will allow students to spend time in industry.

- Since industries and industrial research laboratories offer better opportunities for the technology development process, enough incentives should be provided for them to enter into our academic organizations.

- The large group of society with an increasing average age and changing educational requirements needs specialized programs in science and engineering to meet the challenges of the community.

- A larger proportion of part-time teachers might be used. Also, increasing the proportion of assistant professors and lecturers, who are quite capable of directing studies of undergraduate students, will relieve the University staff as far as possible of administrative tasks, with an appropriate redistribution.

- The University should provide active encouragement for new blood so as to provide a promising profile among young graduates.

- While developing programs to satisfy the economic and technological priorities of government and industry, the University should not go as far as Malta since Dom Pintoff became its Prime Minister 13 years ago. The University of Malta no longer has a Faculty of Arts and Science. The risk of graduating students who could not find employment appropriate to their skills has thus been eliminated.

- The academic freedom of our institute must be guaranteed in the future as it has been in the past. The outside funding agencies, private or government, must resist the temptation to meddle in the internal affairs of our University.

Finally, last but not least, our University must continue to honor its commitment to equality: i.e. no distinction should be made on the basis of race, color, sex, language, religion, political, national or other status to which a person belongs.

Within the next 10 years Concordia should develop its profile so that everyone, students, faculty, staff, administrators, the Montreal and Quebec communities, will be proud of it.

This is our University!

## 1st Senate session

**C**oncordia University is considering submitting a brief to a National Assembly committee hearing Oct. 9 to 11 on the funding of universities, Rector Patrick Kenniff told this year's opening session of Senate.

Briefs will be submitted by the Fédération des associations de professeurs des universités du Québec, the Conference of Rectors, and student associations.

The Rector also said that a meeting he had recently with the Education Ministry leads him to have "cautious optimism towards the immediate future of the University".

With the financial situation of the University his immediate concern, Kenniff added that representations to the government and the development of the Capital Campaign must be stepped up. "A concerted effort is needed by

everyone at the University," he said.

During the brief session, it was decided by members to reconsider the composition of Senate and to look at alternate sites for meeting.

The following appointments to Standing Committees of Senate were approved: Academic Evaluation Review Board — Profs. H.B. Poorooshasb; Committee on Academic Development — L. Lacroix; Fellowships, Scholarships and Awards Committee — J. Svoboda; Senate Library Committee — R. Neemeh.

An election for members of the Senate Steering Committee brought the following result: Profs. R.T. Gordon, Fine Arts; J.C. Giguère, Engineering; R.O. Wills, Commerce and Administration; S.E. McEvenue and A.T. Broes, Arts and Science.

The next meeting of Senate will be held at 2 p.m., Oct. 26 at PSBGM headquarters.

## Rector

(Continued from Page 1)

the Universities and Colleges of Canada. Music was provided by the Concordia Symphony of Brass. The ceremony concluded with the Rector being congratulated by representatives from 54 universities and colleges across Canada.

A well-attended reception at the Hall Building, followed by a dinner at the Campus Centre, com-

pleted the day's celebration. During dinner, Master of Ceremonies Jacques Girard, President of Radio Québec and former Deputy Minister of Education, read 20 congratulatory messages from Canadian universities and institutions. More than 150 attended the dinner, including the representatives of universities and colleges who took part in the installation ceremony.

## Send in your comments

Readers are invited to submit their comments on the theme: "Concordia: The next 10 years". Now that Concordia is celebrating its 10th Anniversary, what direction do you think the University should take during the next decade? Submissions should be typed double-spaced and no longer than 1,000 words; they must be signed with your full name. Send them to the Editor, *The Thursday Report*, BC-213.

## 10TH ANNIVERSARY

## Cultural Activities

September 1984 to April 1985

The Concordia University Art Galleries will be holding exhibitions by prominent Canadian artists who graduated from Concordia or its two founding institutions.

The Faculty of Fine Arts will also be exhibiting works by its students and staff.



## Reorganizing

(Continued from Page 1)

been created. The individual or individuals responsible for this area will report directly to the Rector, although Kenniff foresees "an informal reporting structure" involving all or some of the vice-rectors.

Kenniff told the Governors that the proposed structures "would relieve the Rector of too great an involvement in the burden of detail, without freeing his office of final responsibility."

The focus of detailed administrative control would be "shifted downwards to responsible officers," he said, "thus freeing the Rector for those tasks of long-range planning, University representation, University promotion and general stewardship that he can uniquely perform."

Kenniff said he believes the proposed changes would result in an even allocation of administrative duties among the three vice-rectors and would lead to greater administrative efficiency.

"Recent personnel changes have provided Concordia University with a unique opportunity of revamping its administrative structure so as to provide the optimal framework for the support and expansion of the University's programs," the Rector said, adding that his proposal "suggests an armature around which such an organization can be constructed."

Rector's Cabinet, an informal grouping that advised former Rector John O'Brien, no longer meets, Kenniff said, and will be replaced by what he termed "a management team" composed of himself, the three vice-rectors and anyone else whose expertise is needed on any given issue.

Kenniff said he hoped the reorganization plan would be approved by the Governors at their Oct. 18 meeting, and in the interim he "would welcome comments to assist in fine-tuning the proposal if it should prove necessary."

Under the reorganization plan all student services would be combined under a single authority. The Faculty Personnel Office would be included within the Human Resources Office, thus giving the Vice-Rector (Institutional Relations and Finance) complete responsibility for relations with all unions and associations representing faculty and staff.

The Vice-Rector (Academic) would be relieved of this task except in its particularly academic applications, Kenniff said, adding that it is hoped the single, direct line of authority thereby established would provide for an effective negotiating relationship with all

constituent groups within the University community.

"In response to the need for a single vice-rector who is responsible for academic planning, and to correct the separation of planning activities into academic and physical elements reporting to different vice-rectors," Kenniff said "these two operations have been drawn together under the aegis of the Vice-Rector (Institutional Relations and Finance). This officer engages in planning of all sorts — from physical and space needs through institutional research, campus considerations, and enrolment forecasting and research."

Kenniff told the Governors that it would be up to the new Vice-Rector (Academic) to decide if the position of Associate Vice-Rector for Academic Planning, held by Jim Whitelaw until his retirement last June 1st, should be maintained. Whitelaw's duties have been assumed pro-tem by the Rector's staff and by Associate Vice-Rector (Research) Maurice Cohen.

Kenniff also announced two changes in the Rector's office staff. Michael Sheldon, John O'Brien's Executive Assistant, has accepted a half-time post-retirement appointment until the end of 1985. He will report with specific assignments to Vice-Rector Graham Martin.

Katy Bindon, formerly Principal of the School of Community and Public Affairs, was appointed Aug. 20th as Special Assistant to the Rector responsible for University Affairs, including the Senate and Board of Governors. Bindon's duties also include those areas related to Concordia's contacts with the private sector, and in that capacity Kenniff said she will be working with the Public Relations Office and the Advisory Committee to the Rector on Public Affairs. Hubert Guindon has replaced Bindon as Acting-Principal at the School of Community and Public Affairs.

In other business:

- the board agreed to continue paying architectural and engineering fees (up to a maximum of \$17,000 a month until the end of December, 1984) for planning work on the downtown and Vanier library projects. A decision will be taken early in the new year about continuing or discontinuing the payments based on the likely date for the start of construction, but in the interim Planning Committee Chairman John Dinsmore and Vice-Rector Graham Martin said the disbursements are necessary to keep the two projects in a "state of readiness" should the decision be made to proceed with construction.

- it was reported that full-time undergraduate student enrolment is up 5.2% over last year (complete enrolment figures will be printed in an upcoming issue of *The Thursday Report* as they become available).

- it was reported that as of May 31, 1984, Concordia has an accumulated deficit of \$5.9 million. Additional funds may yet be forthcoming from the Québec government, however, which would considerably lessen the deficit.

- the following Governors were appointed to chair the following committees: D.W. McNaughton (Executive Committee); W. Earle McLaughlin (Finance); Mildred Lande (Personnel); A. Gervais (Faculty and Staff Relations); R.K. Groome (Fund Procurement);

W.E. McLaughlin (Graduation Ceremonies); M.J. Bourgault (Nominating); J.J. Pepper (Operating Services); John Dinsmore (Planning); Bob Burns (Communications); D.W. McNaughton (Senior Salary); and W. Earle McLaughlin (Audit).

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### NOTICES

**1985 RHODES SCHOLARSHIPS:** Interested students must contact D.L. Boisvert, Office of the Vice-Rector, Academic, room AD-233, Loyola Campus as soon as possible. Deadline for receipt of applications: Oct. 25.

**CENTRE FOR MATURE STUDENTS:** Workshops on topics selected by mature students on Saturday, Sept. 29, 10 a.m. - 3 p.m. Check in for registration is at 9:30 a.m. in Centre for Mature Students, Loyola campus, room CC-308.

**ENGLISH SKILLS STUDY AREA:** Drop in Monday to Thursday 2-6 p.m. in H-523. Monitor to assist you. Tape materials, workbooks, TOEFL practice, computer-assisted language learning. All students welcome — No charge.

**GUIDANCE INFORMATION CENTRE:** Registration deadlines for the next graduate and professional school admission tests. Note these are not test dates. To register, application forms must be sent to the U.S. G.R.E. Test — Oct. 29; G.M.A.T. Test — Dec. 5; L.S.A.T. Test — Nov. 1. Application forms and practice test books are available at the Guidance Information Centre, SGW campus, H-440, and Loyola campus, 2490 West Broadway.

**IS THIS YOU?** Not aware of what career opportunities are available in your major? Don't know how to study for exams? Can't find out which universities offer a particular program — let alone the calendars? Need information on job hunting techniques? Come and see us. We can help. **GUIDANCE INFORMATION CENTRE**, SGE campus, H-440 and Loyola campus, 2490 West Broadway.

**MONTÉE ST. BENOIT, FRI., SEPT. 28 TO SUN., SEPT. 30.** A weekend of mountain climbing and hiking in the country with other university students from Quebec and Ontario. Enjoy the fall colors on Mont Orford, and hiking to St. Benoit du Lac. Call Campus Ministry 484-4095 for more information.

**THE COMPUTER AND THE ARTIST.** Lectures, discussions, demonstrations, Sept. 28 and 29. Registration: VA-209; call 879-4312 for more information.

**WEEKEND RETREAT AT OKA, FRI., SEPT. 28 TO SUN., SEPT. 30.** A weekend of prayer at the Trappist Monastery at Oka, for Concordia students. Inquire at Campus Ministry 484-4095.

**LEARNING DEVELOPMENT OFFICE OPEN HOUSE:** All full-time and part-time faculty are cordially invited to our open house on Tuesday and Wednesday, Oct. 2 and 3, 9 a.m. - 5 p.m. This is a great opportunity to meet our staff, visit our library, and take away handouts (like the 10 Essentials on Teaching). Coffee,

doughnuts, and good conversation will be supplied.

**OFFICE OF THE OMBUDSMAN:** The Ombudsmen are available to all members of the University for information, assistance and advice. Call 879-4247 or drop into 2100 Mackay on the SGW campus, or phone 482-0320, local 257 on the Loyola campus. The Ombudsman's services are confidential.

**LOYOLA CAMPUS MINISTRY:** Loyola Chapel — Sunday Liturgies at 11 a.m. and 8 p.m. and every weekday, Monday to Friday at 12:05 p.m.

**THE LEGAL INFORMATION SERVICE & THE OFFICE OF THE CODE ADMINISTRATOR** are now situated in AD-304, Loyola campus, 482-0320, loc. 512. The office on the SGW campus remains the same at PR-100, 2100 Mackay, 879-7386.

**UNIVERSITY WRITING TEST:** If you entered Concordia in Sept. 1983 (Fine Arts Students EXCEPTED) you are subject to the new graduation requirement concerning COMPETENCE IN WRITTEN EXPRESSION. You must take and pass the UNIVERSITY WRITING TEST in English OR French. You can also meet the Graduation requirement by obtaining a grade of C- or better in English C212 or Français C400, or, if you are in the Bachelor of Engineering or a Journalism program, a grade of C- or better in Engineering C281 or Journalism C201 respectively. If you have been tested for admission purposes and have obtained a predetermined high level in the CELDT, the TOEFL or the University of Michigan English Language Test, you are considered to have met the graduation requirement. There will be a number of opportunities to take the test each year, but you are encouraged to do so AS SOON AS POSSIBLE AFTER ENTRY. The test will be held on Friday, Oct. 5, 4-5:30 p.m., on the SGW campus. Appointment cards are necessary; they may be picked up between Sept. 24 and 28 at the Registrar's Services: CC-214, Loyola campus; N-107, SGW campus. There is no charge for the test. Take it as often as is necessary.

**RECORD LENDING LIBRARY OF CLASSICAL AND JAZZ MUSIC** is available to all Concordia students and staff with I.D. cards. You can take three records out for 14 days free of charge. See Teddy Furter at RF-108, Loyola campus, 482-0320, ext. 249.

**VANIER LIBRARY TOURS:** General tours of the Vanier Library are being offered now until Sept. 28. Please make arrangements at the Vanier Library reference desk or call 482-0320, ext. 372. For more information contact Helena Gameiro at 482-0320, ext. 411.

**LOYOLA CHAPEL:** Mass daily at 12:05 noon; Sunday at 11 a.m. and 8 p.m.

**SENIOR STUDENTS COMMITTEE, CENTRE FOR MATURE STUDENTS:** The SSC is looking for Senior Students, credit or non-credit, who would be interested in working on the Committee. Assistance is needed on "short-term" committees, as well as the general working of the Committee. Meetings are held once a month on Thursdays at 4 p.m. in the downtown campus. If interested call SSC Coordinator at 879-7271 between 9 a.m. and 5 p.m.

**LACOLLE CENTRE FOR EDUCATIONAL INNOVATION:** Workshop on LIVING YOUR LIFE AS A WORK OF ART with Dan Daniels, Oct. 13 & 14, 1984. This workshop is intended for individuals who want to stretch their creative potential and develop their human relations skills. The premises are that every person IS creative, that every individual IS a potential masterpiece and that one does not have to be ill in order to get better. \$80/person for two days, \$60/student (meals & accommodation incl.); \$30/person/day (meals only), \$20/student. For more information call 482-0320, local 344.

**CONCORDIA CENTRE FOR MANAGEMENT STUDIES:** Three-day seminar on MICROCOMPUTERS: HOW TO SELECT AND USE THE RIGHT SYSTEM, to be held at Montreal's Queen Elizabeth Hotel on Dec. 6-8, and in Toronto at Hotel Plaza II on Nov. 1-3. The speaker will be Ali Farhoomand, Asst. Prof. of Quantitative Methods at Concordia University, who is well versed in the field of computers, his areas of concentration being business applications of microcomputers, data processing and statistics. For more information, please contact Susan Long at 879-4014.

**CONCORDIA CENTRE FOR MANAGEMENT STUDIES:** Two-day seminar in STRESS AND TIME MANAGEMENT, to be held in Ottawa at the Westin Hotel on Oct. 11 & 12. The speakers will be Dr. Steven H. Appelbaum, Dean of the Faculty of Commerce & Administration and Prof. of Management at Concordia University, and Dr. V. Baba, Assoc. Prof. in the Management Dept. at Concordia University. For further information, please call Susan Long at 879-4014.

**SCHOLARSHIPS FOR GRADUATE STUDY 1985-86:** Application forms from external agencies are arriving almost daily. Pick up a copy of the new *Guide to Awards for Graduate Study* in your department or from the Graduate Awards Officer, 2145 Mackay Street, S-202. You are welcome to drop in or phone 879-7317 for an appointment.

## Did you know...

Concordia is the only university in Québec and one of only four in Canada to offer an undergraduate degree program in Computer

Engineering. It is also the only university in Canada to offer graduate and undergraduate programs in Building Engineering.



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### EVENTS

#### Thursday 27

**CONSERVATORY OF CINEMATOGRAPHIC ART:** THE WORLD OF APU (Apur Sansar) (Satyajit Ray, 1959) (Bengali with English sub.) with Soumitra Chatterjee, Sharmila Tagore, Swapan Mukherjee and Aloke Chakravarty at 7 p.m.; **EMERGEANT DE LA SURFACE** (Satah Se Uthata Aadmi) (Mani Kaul, 1980) (Hindi with English sub.) with Gopi, M.K. Raina, Vibhuti Jha and Satyen Kumar at 9 p.m. in H-110, Hall Bldg. \$2 each. SGW campus.

**CONCORDIA ART GALLERY:** Paintings by MICHAEL JOLLIFFE and prints by PHILIP GUSTON until Oct. 13, Mezzanine, Hall Bldg. SGW campus.

#### Friday 28

**CONSERVATORY OF CINEMATOGRAPHIC ART:** MR. SHOME (Bhuvan Shome) (Mrinal Sen, 1969) (Bengali with English sub.) with Uptal Dutt, Suhasini Mulay, Sadhu Meher and Shekhar Chatterjee at 7 p.m.; THE ROYAL HUNT (Mrigaya) (Mrinal Sen, 1976) (Hindi with English sub.) with Mithun Chakrabarty, Mamata Shankar and Gyanesh Mukherjee at 9 p.m. in H-110; \$2 each. SGW campus.

**SONIC STRANDS:** A three-day fibre sculpture in the trees of the Loyola campus, during its three day, mini-series of electro-acoustic music concerts. These outdoor concerts will feature

members of the C.E.C.G. in live electro-acoustic performance in compositions by members of the group, and works on tape by other composers, including Denis Lorrain, Yves Daoust, Alain Thibault, David Keane, Jean Séguin, John Celona, Steve Fai and Marcelles Deschênes, among others. During the concerts, a "fibrous web", over 5,000 ft<sup>2</sup> (500 m<sup>2</sup>), will be woven in the trees of the Grove, (behind the main buildings), of the Loyola campus. Donations of threads, strings and things are invited. Public participation is encouraged. There will be a hibachi to cook on, and free apples. Dress for the weather; in case of rain, that day's concert will be cancelled. Time: 1 to about 5 p.m., today, tomorrow (Sat., Sept. 28) and Sunday, Sept. 29 in the Grove of Loyola campus. FREE. For more information call 482-0320, ext. 611.

**P.H.D. WORKSHOP — VISITING SPEAKERS SERIES:** Dr. David W. Conrath, University of Waterloo, on OFFICE AUTOMATION AND ORGANIZATION DESIGN "UNITED WE STAND, DIVIDED WE FALL", 2-4 p.m., in H-620, Hall Bldg. SGW campus.

**FOOTBALL:** Concordia vs McGill at 7:30 p.m., at McGill.

#### Saturday 29

**CONSERVATORY OF CINEMATOGRAPHIC ART:** AND QUIET ROLLS THE DAWN (Ek Din Pratidin) (Mrinal Sen, 1979) (Bengali with English sub.) with Satya Bandopadhyaya, Gita Sen, Mamata

Shankar and Sreela Majumdar at 7 p.m.; **IN SEARCH OF FAMINE** (Akaler Sandhane) (Bengali with English sub.) with Dhritiman Chatterjee, Smita Patil, Sreela Majumdar and Gita Sen at 9 p.m. in H-110; \$2 each. SGW campus.

**SONIC STRANDS:** See Friday 28.

**MEN'S SOCCER:** Concordia vs. U.Q.T.R. at 1 p.m., Loyola campus.

#### Sunday 30

**CONSERVATORY OF CINEMATOGRAPHIC ART:** DULIA (Saikat Bhattacharya, 1982) (Bengali with English sub.) with Debika Mukherjee, Satinath Mukherjee and Samar Mukherjee at 7 p.m.; **FUNERAL RITES** (Samskara) (Pattabhi Rama Reddy, 1970) (Kannada with English sub.) with Girish Karnad, Snelatha Reddy, Dashrati Dixit and Lakshmi Krishnamurthy at 9 p.m. in H-110; \$2 each. SGW campus.

**SONIC STRANDS:** See Friday 28.

#### Monday Oct. 1

**CONSERVATORY OF CINEMATOGRAPHIC ART:** SCENES FROM A MARRIAGE (Ingmar Bergman) at 8:30 p.m. in H-110; SGW campus. Liv Ullmann will be present.

**DOCTORAL THESIS DEFENSE:** Paul R. Diniz on NEW IMPROVED STRUCTURES FOR RECURSIVE DIGITAL FILTERS at 10 a.m. in H-769, Hall Bldg. SGW campus.

**COMPUTER CENTRE SEMINAR:** QUESTIONS UNLIMITED at 1:15 p.m. in H-635-2. Open to all faculty, staff and students. Pre-registration with the Computer Centre is required. Stop in at H-927 or call 879-4423.

**BOARD OF GRADUATE STUDIES:** Meeting at 2 p.m. in H-769, Hall Bldg. SGW campus.

#### Tuesday 2

**CONSERVATORY OF CINEMATOGRAPHIC ART:** PERSONA (Ingmar Bergman, 1965) at 8:30 p.m. in H-110; \$2. SGW campus. Liv Ullmann will be present.

#### Wednesday 3

**CONSERVATORY OF CINEMATOGRAPHIC ART:** 1900 (NOVECENTO) (Bernardo Bertolucci) at 8:30 p.m. in H-110; \$2. SGW campus.

**LOYOLA FILM SERIES:** CASABLANCA (Michael Curtiz, 1943) with Humphrey Bogart, Ingrid Bergman, Claude Rains, Conrad Veidt and Dooley Wilson at 7 p.m.; **NOTORIOUS** (Alfred Hitchcock, 1946) with Cary Grant, Ingrid Bergman and Claude Rains at 8:40 p.m. in the F.C. Smith Auditorium, 7141 Sherbrooke St. W. Loyola campus. FREE.

**CUSA:** Film: THE RIGHT STUFF at 2:30 p.m. in H-110, Hall Bldg. SGW campus. FREE.

**DOCTORAL THESIS DEFENSE:** Gelson V. Mendonca on DESIGN, REALISATION AND IMPLEMENTATION OF 2-D CIRCULARLY SYMMETRIC PSEUDO-ROTATED FILTERS at 2 p.m. in H-769, Hall Bldg. SGW campus.

**CONCORDIA JAZZ EMSEMBLES:** Concert at 8:30 p.m. in the Loyola Campus Center.

#### Friday 5

**DOCTORAL THESIS DEFENSE:** Alastair James Younger on AGE-RELATED CHANGES IN CHILDREN'S PERCEPTIONS OF SOCIAL DEVIANCE at 10 a.m. in room S-206, 2145 Mackay Street. SGW campus.

**P.H.D. WORKSHOP — VISITING SPEAKERS SERIES:** Dr. Dan Thornton, University of Toronto, on CURRENT VALUE ACCOUNTING: IMPLEMENTATION BY CANADIAN COMPANIES, 2-4 p.m., in H-620, Hall Bldg. SGW campus.

**DOCTORAL THESIS DEFENSE:** David Sinyor on THE IMPACT OF AEROBIC FITNESS ON CARDIOVASCULAR, BIOCHEMICAL, AND SUBJECTIVE RESPONSE TO PSYCHOSOCIAL STRESS at 10

a.m. in H-769, Hall Bldg. SGW campus.

**DOCTORAL THESIS DEFENSE:** Stefanos Manias on SOME NOVEL POWER CONVERSION SCHEMES EMPLOYING PULSE WIDTH MODULATED HIGH-FREQUENCY LINKS at 2 p.m. in room S-206, 2145 Mackay. SGW campus.

**DOCTORAL THESIS DEFENSE:** Tahar Mansour on LA PERTINENCE DES ÉLÉMENTS SOCIO-PSYCHOLOGIQUES DANS LA THÉORIE DE L'OFFRE DE TRAVAIL: UNE ÉTUDE EMPIRIQUE SUR LES FEMMES MARIÉES QUÉBÉCOISES at 2 p.m. in H-773, Hall Bldg. SGW campus.

**MEN'S HOCKEY:** Concordia vs Ottawa at 7:30 p.m., at Loyola arena.

#### Saturday 6

**CONSERVATORY OF CINEMATOGRAPHIC ART:** HOUR OF THE WOLF (Ingmar Bergman, 1967) at 7 p.m.; THE NEW LAND (Jan Troell) at 9 p.m. in H-110; \$2 each. SGW campus.

**FOOTBALL:** Concordia Stingers vs Bishop's at 2 p.m., Loyola campus.

**MEN'S SOCCER:** Concordia vs Bishop's at 2 p.m., at Bishop's.

#### Sunday 7

**CONSERVATORY OF CINEMATOGRAPHIC ART:** Children's series — BAMBI (Walt Disney, 1942) at 3 p.m. in H-110; \$1.75. SGW campus.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** SHAME (Ingmar Bergman, 1968) at 6 p.m.; A FLIGHT OF PIGEONS (Shyam Benegal) at 8 p.m. in H-110; \$2 each. SGW campus.

## Shopping Centre Exhibits

October 1984

A travelling exhibition touring the Rockland, Galeries d'Anjou, Carrefour Laval and Promenades St. Bruno Shopping Centres during four weekends in October. The displays include computer and robotics demonstrations, physical fitness tests, music and mime presentations, and an information booth.

## Teaching Awards

October-November 1984

Selection of the winners of the John W. O'Brien Distinguished Teaching Awards. Prizes will be given to ten full-time and ten part-time faculty members in recognition of their outstanding contributions to teaching and learning at Concordia during the University's first decade. Dr. O'Brien served as Concordia's first Rector and Vice-Chancellor from August 1974 to May 1984.

## UNCLASSIFIED

**TYPING:** Professional, Punctual, Reliable. All Faculty, Graduate, Student papers and thesis in English, French, Spanish — on IBM-Selectric III. Downtown near Sherbrooke. Call 849-9708 before 8 p.m. (try weekends too).

**FOR RENT: LOYOLA AREA** — Lower duplex, heated 4-1/2, garden, \$450. If needed, equipped \$475. Also bachelor apartment, furnished \$150. Office, 395-7042; home 486-8373.

**AMERICANS WISHING TO WORK FOR WALTER MONDALE IN VERMONT,** please phone Prof. Tittler, 482-0320, ext. 435 or message, ext. 465.